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**SociologicalYOU - Chapter 4 PPT Audio Lecture Transcript**

**SociologicalYOU** by Angela Thompson and Keith Whitworth

This is Next-Gen Introductory Sociology.

Welcome to Chapter 4: Socialization.

There are five modules in this chapter.

Module 1: Socialization and the Sociological Perspective Module

Module 2: Structural Foundation of Society: Agents of Socialization

Module 3: When Socialization Goes Wrong

Module 4: Applying the Sociological Imagination to the Stages of Life

Module 5: The Process of Becoming You

This PowerPoint does not cover every key term in Chapter 4. Please read your textbook to see what is not covered in the PowerPoint.

As we review the chapter, I would encourage you to consider these three points to ponder:

First: Which side of the nature versus nurture debate do you fall on?

Second: How are we molded and shaped by society?

Third: What is meant by the phrase “we are all actors on the stage of life?”

These points should help you think critically about socialization in your life, in society and in the larger world.

**Module 1: The Sociological Perspective**

This module summarizes the nature versus nurture debate. There are two key terms worth considering.

First, there's socialization. Socialization is the process by which one learns the appropriate attitudes and behaviors within a culture.

Next, there is self. For our purposes, self is defined as an individual's nature and identity resulting from reflections on social interactions.

This module addresses the nature versus nurture debate from a variety of perspectives. For example, twin studies can be cited to argue for and against that nature, also known as heredity, is responsible for the development of self.

A genetic link exists between twins and even when separated by time and space, there are many similarities in their disposition upon being reunited.

Additionally, research points out that serial killers’ brain scans are distinctly different but at the same time, there are common social and family characteristics that may explain their behavior.

There are a variety of theories worth mentioning in this chapter.

Let's begin with the theories of the self by Mead. There are numerous key terms associated with Mead's work. After reviewing them, I will offer a brief summary of his research.

The first key term is “I.” “I” is defined as the unsocialized or acting self, made up of personal desires and needs.

Next, we have “me.” “Me” is the social self-made up of the internalized attitudes of others.

Preparatory stage, this involves the imitation of others. For example, an infant merely imitates surrounding people.

Play stage involves pretending to be other people, so incorporating role play.

Significant other consists of individuals who are important to the development of the self.

Game stage involves taking the role of multiple people at one time.

Generalized others are the process of internalizing societal norms and expectations.

Mead contends that the self is developed through day-to-day interactions. He focuses on the “I” and “me,” as well as the generalized other to describe how social interactions develop the self.

The “I” is the unsocialized or acting self-made up of personal desires and needs.

The “me” is the social self-made up of the internalized attitudes of others.

Mead viewed the socialized self as developing in three distinct phases: preparatory, play and game stages.

In addition, as a result of the generalized other, i.e the process of internalizing societal norms and expectations, our social self is molded and shaped to take into account and conformed to the rules established by society.

To further explain when you enter the classroom, the “I” may want to kick back on your desk and prop your feet up on the table and listen to your headphones when your instructor lectures, yet your “me” internalizes the potential response from your instructor and peers, so you choose to sit in your seat properly and take notes instead.

The next theory is the looking glass self by Cooley. The looking glass itself is defined as the process of imagining the reaction of others towards oneself. There are three stages to this process.

First, imagine how you appear to others.

Second, imagine the judgment of your appearance by others.

Third, developing a self-concept that is either favorable or unfavorable based on point one and two.

Cooley's concept of the looking glass self involves the imagination of how you appear to others and the judgment of that appearance. As a result of all of these unconscious or conscious imaginations, judgments and actions, you develop your socialized self-based upon your numerous daily social interactions.

This concept will help you understand how your self-perception and self-esteem are constantly being impacted by your looking glass self.

Mead's “I” and “me” are similar in that the “me” takes into account how others perceive you. The generalized other also serves as a looking glass self.

A major difference between the two is that Cooley's socialized self is based upon your self-perceptions and how you perceive others viewing or judging you.

The three-step process occurs during every social interaction, whereas you may not be as fully aware of the I and me during conversations and social situations.

**Module 2: Social Structures**

This module gives us an opportunity to consider agents of socialization. Specifically, agents of socialization are individuals, groups and institutions that influence the attitudes and behaviors of members of society.

An important theory to consider when discussing agents of socialization is social learning theory. It is defined as the process of learning from one another in a social context as a result of observation and imitation.

Peer groups are one example of agents of socialization. Peer groups are social groups consisting of members with common interests, social rank and similar ages.

The family is the primary agent of socialization and many both positive and negative attitudes and behaviors of children are learned from family members. For example, parents who smoke are twice as likely to raise children who smoke compared to parents who don't smoke.

On the other hand, peer groups play a significant role in the lives of adolescents in areas such as social relationships, achievement in school and college aspirations.

Media is another type of agent of socialization. Your relationship to different forms of media is often influenced by whether you are a digital native or digital immigrant.

Digital natives are those individuals who have always experienced a totally digital world. Digital immigrants are people who did not grow up with current technologies and had to learn and adapt to technology and social media later in life.

People consume a large amount of media which has profound effects on a person's socialization. From birth to death, media is influencing and sculpting our lives.

Social media is an example of media's reach into every aspect of our lives on a 24/7 basis.

There are potential negative long-term effects due to hyperconnectivity, the most serious being the altering of our minds and the future of societies in ways that are counterproductive to societal progress. The argument can also be made that media has many positive contributions to individuals and society.

Religion and government are agents of socialization that impact all members of society. Religion plays a significant role in the process of socialization, even if an individual does not claim to be religious.

Every society has entrenched religious beliefs, values and norms that directly and indirectly influence all members of society. Religion serves the function of socializing members in regards to moral codes and ethics.

Governments also influence citizens through policies and laws. For example, government programs can encourage and empower children to make healthy choices in regards to the snacks and foods they consume.

**Module 3: Social Problems**

Not all socialization is positive. Module 3 examines the role of the family when

socialization goes wrong by introducing us to feral children. Feral children are children who are isolated and neglected such that they are raised without socialization.

Not all families do a good job socializing their children and some may in fact be neglectful.

Extreme cases of neglect result in feral children that are raised without socialization.

The case of Genie, the wild child, a girl who was confined to a potty seat for 13 years of her life, is used to illustrate the impact of social deprivation on children.

Family is also used to highlight that socialization can vary by race and gender with families taking extra precautions to prepare their children for interactions with the world around them.

Another example of socialization going wrong can be seen by looking at excessive media consumption by children and teens.

The media as an agent of socialization influences how we communicate and interact with one another.

From babies to adults, we are socialized by the media at every stage of our life. Problems associated with the media as an agent of socialization begin in infancy, as there may be adverse developmental effects on children under the age of two who use media.

In regard to older children, heavy media users have lower grades and less personal contentment.

Even leaving the TV on as background noise can negatively impact parenting of children.

Figure 4.3.1 gives you some insight into teens and social media. Additional key terms to consider in module 3:

Total institutions which are defined as an isolated group with strict rules and regulations whose goal is to control every aspect of its members lives.

Resocialization and identity transformation in which social norms and roles are altered or replaced

Degradation ceremony, an event ceremony or rite of passage used to break down people and make them more accepting of a total institution

Anticipatory socialization, which is the process of learning different behaviors or activities in an effort to aspire to group membership

Rite of passage, a ceremony or ritual used to mark a change in age or social status.

Total institutions often require the re-socialization of their members by changing their norms in an effort to transform their identity.

The military illustrates a total institution in which a degradation ceremony is used to break down people so they will be more accepting of the norms of the total institution.

Sometimes people who enter total institutions will engage anticipatory socialization in an effort to acclimate themselves to the way of the group ahead of time.

Rites of passage are a common feature of total institutions, like religion and the military, and mark an individual's change of status in membership of the group.

**Module 4: The Sociological Imagination**

This module addresses the work of Irving Goffman known as dramaturgy. Dramaturgy is defined as the theory that we are all actors on the stage of life, and as such, we divide our world based on what we let the others see or not see of us.

There are three parts to dramaturgy:

1. Front stage is a person's public life that they reveal to the world.
2. Backstage is a person's private world that they choose not to reveal.
3. Impression management is an effort to control the impression others have of us.

Irving Goffman's dramaturgy helps explain the personal troubles and public issues of the sociological imagination.

Front stage refers to the aspect of ourselves that we reveal to the world, while backstage is made up of our private life. Impression management takes place when we try to control the impression others have of us.

The experience of Genie, the wild child, can be used to illustrate how personal troubles, in this case a lack of socialization, could make it difficult to apply impression management in determining how to divide our world into private and public realms.

**Module 5: Social Change**

Module 5 addresses the sequence of social change throughout the life course by highlighting the life course perspective. This is defined as a series of social changes that a person experiences over the course of their lifetime.

The life course perspective runs from childhood through senior years. The various stages of the life course are socially constructed and are influenced by family, education, peers, work, marriage and children.

With each stage and life course interaction, you are socialized to meet the needs and

expectations of the larger group.

While the sequence of the life course itself is universal, the behaviors people display within each stage may vary based on the expectations of their society.

Module 5 gives us an opportunity to consider how technology will impact socialization over the next decade. Technology changes the larger society and we are socialized by that change. Social media and the accompanying issues of public and private space

help illustrate how technological change requires adaptation on our part.

Adaptation to technology and social change is not simply an issue of age but also of seeing the relevance of the technology or change to our individual lives.

Socialization in the future will involve adapting to new sets of behavioral norms that are influenced by the new technologies.

Table 4.5.2 offers you further insights into the impact of technology by age.

This concludes the PowerPoint for **SociologicalYOU** Chapter 4, where we strive to “Connect Sociology and YOU!”

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